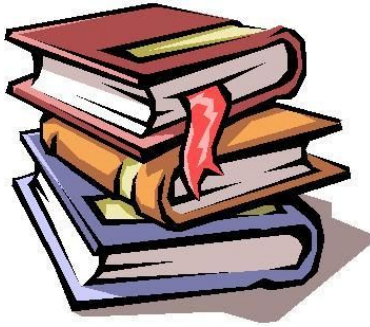


Fifth Grade English 2016-2017

Ms. Mujal and Ms. Peale



Emails:

Ms. Mujal-amujal@latinpcs.org

Ms. Peale-lpeale@latinpcs.org

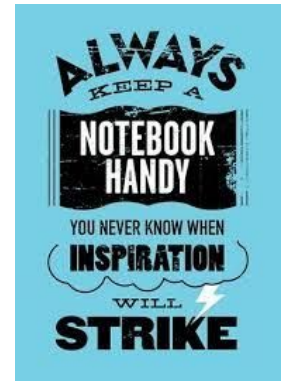
Wikipages:

<http://wlpacsmiddleschool.wikispaces.com/Mujal>

<http://wlpacsmiddleschool.wikispaces.com/Peale>

What Students Will Need for Class Everyday

- Your student planner
- Your English binder
- Your Writer's Notebook (black spiral notebook)
- Your 2-pocket English folder
- Your Reading Log (will make in class)
- Your amazingly complete and neat homework
- Our reading book or text
- A writing implement
- An independent reading book



Ninja Time The first five-to-ten minutes of class is a time of absolute silence to refocus our energy and begin English work. Students are expected to take their seats quietly, get out their English materials, write the evening's homework in their planner, and follow the directions for a brief task on the board.

Class Time Once Ninja Time is over, we will begin the day's activities, usually a mini-lesson followed by guided and individual practice. We will use whole class instruction, small group instruction, and one-on-one conferences. We will occasionally hold seminars to discuss essential questions.

Homework

- Twenty minutes of independent reading every day, including weekends. Reading time during classes counts.
- Assigned on an almost daily basis and listed on our wiki pages a week at a time. Should take 15-20 minutes to complete.

Fifth Grade English 2016-2017

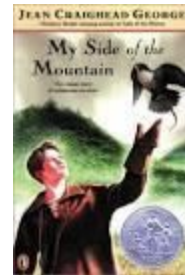
Ms. Mujal and Ms. Peale

- Homework is due during Ninja Time. No late homework will be accepted unless student has an excused absence. Such students will have as many days to turn in the homework as they missed, i.e., missed two days, homework due two days after return.
- No homework will be assigned over long breaks, except for independent reading.
- Writing assignments may be submitted electronically as Google documents.

NB: Due to the amount of material we need to cover and time constraints, students will not have time to learn keyboarding at school. We highly recommend that students study this key skill on their own.

Grades

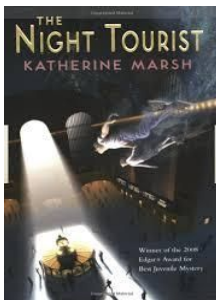
Class Participation	20%
Classwork/Homework	30%
Projects/Papers	25%
Quizzes/Tests	25%



Curriculum Information

Essential Questions

- Is part of growing up learning when rules need to be broken?
- Is it ever appropriate to break grammar rules?
- Should all humans spend time in nature?
- How do you know when it's right to take risks?
- What is a hero?



Four Units of Study After reading the anchor book(s), students will have a choice of one of four or five book club books in the same genre to read in small groups. Students will receive a personal copy of each the anchor books and the book club books they have selected.

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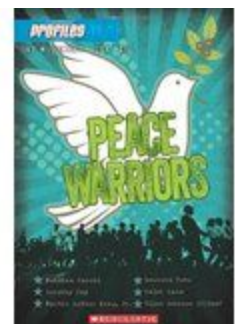
Quarter and Unit Title	Anchor Book and Genre
Unit 1 Beginnings	by Will Hobbs by Chris Grabenstein 2 Choice Books
Unit 2 Making It In the World	by Jean Craighead George Realistic Fiction
Unit 3 Literature & Myth	by Katherine Marsh Fantasy
Unit 4 Heroes	Nonfiction

The following items are areas of study we will engage in all year:

25 Book Challenge To encourage a passion for reading, we challenge the fifth graders to read **at least** 25 books over the course of the academic year. This includes the books they read for English and Geography.

Vocabulary Study We will be studying words based on their Latin and Greek roots, ten words at a time. We will be exploring different methods for studying vocabulary and encouraging students to find and use the strategies that work best for them.

Sentence Diagramming This is a wonderful tool for understanding the function of words in sentences. In fifth grade, we learn how to diagram subjects, verbs, direct objects, articles, adjectives, adverbs, and prepositional phrases.



Reading By fifth grade, most students are fairly fluent readers. Our goal will be to help students improve their skills across the year. We will be building seven skills that good readers use: summarizing, predicting, making connections, synthesizing, inferring, analyzing, and making critiques.

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Below are some specific expectations for student abilities as they begin fifth grade and our goals for the end of fifth grade.

Beginning of Fifth Grade Fountas & Pinnell Level S	End of Fifth Grade Fountas & Pinnell Level U
Understand concrete words	Understand abstract words
Understand one meaning of words	Understand multiple meanings of words
Identify the number of syllables in a word	Identify the syllable breaks in words
Understand that words have parts	Use knowledge of affixes and roots to figure out word meanings
Understand words literally	Identify and explain figurative language, especially similes, metaphors, personification and hyperbole
Understand long sentences with complex structures, some with more than 15 words	Understand long sentences with complex structures, some with more than 20 words
Read dialogue with phrasing and expression that reflects understanding of characters and events	Read dialogue with phrasing and expression that reflects critical thinking about the text
List favorite books, authors and genres	Analyze why student likes a book, an author or a genre

Poetry We will be exploring poetry every other Wednesday and creating poetry portfolios.

Drop Everything And Read (DEAR) Time The best way to improve one's reading is to read copiously. Therefore, every **Friday**, we will be reading for most of the class period. Students are expected to always have an independent reading book with them throughout the day.

Questions? Please feel free to contact us to discuss them. The best way to reach us is via email at amujal@latinpcs.org and lpeale@latinpcs.org.